

# Texas Education Agency Standard Application System (SAS)

## 2015-2016 Public Charter School Program Start-Up Grant

<b>Program authority:</b>	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	May 1, 2015, to July 29, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, December 16, 2014	Place date stamp here.
<b>Submittal information:</b>	<b>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Arnolando Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Antonio ISD	015907	Young Men's Leadership Academy/ <i>Pending</i>	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6002167	20	TX-35	069451631
Mailing address		City	State ZIP Code
141 Lavaca Street		San Antonio	TX 78210-

#### Primary Contact

First name	M.I.	Last name	Title
Mateen		Diop	Executive Director
Telephone #	Email address		FAX #
210-554-2285	mdiop@saisd.net		

#### Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	Director
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		210-228-3131

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Sylvester		Perez	Superintendent
Telephone #	Email address		FAX #
210-554-2584	sperez1@saisd.net		
Signature (blue ink preferred)		Date signed	



12/15/2014

Only the legally responsible party may sign this application.

701-15-101-018

**Schedule #1—General Information(cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) <b>OR</b> a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul>
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	<b>Public Charter School</b>	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See <a href="http://www.tea.state.tx.us/index4.aspx?id=25769806846">http://www.tea.state.tx.us/index4.aspx?id=25769806846</a> .
5	<b>Campus Charter Information Form</b>	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See <a href="http://www.tea.state.tx.us/index4.aspx?id=25769806846">http://www.tea.state.tx.us/index4.aspx?id=25769806846</a>

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</li> </ol>

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ol style="list-style-type: none"> <li>Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in when the grant application is submitted to TEA.</li> <li>As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> <li>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district.</li> </ol>

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District's Young Men's Leadership Academy (YMLA), located at 545 South VW White Road in San Antonio, Texas, is applying for the 2015-2016 Public Charter School Program Start-up (PCSP) grant to seek funding which will address the identified need of the gender achievement gap within SAISD. The grant will provide the necessary resources for single-gender professional development, furniture, and technology equipment necessary for opening the campus. Approved by the Board of Trustees on November 10, 2014 as a "superintendent/trustee-initiated charter", the YMLA will operate as an open enrollment charter beginning with the 2015-2016 school year. The campus will serve approximately 300 "at-risk" male students in grades 4-6 in its first year of operation through the implementation of a single-gender school setting, mandatory character/ leadership activities, and accelerated learning. Each subsequent year will add 100 students and a grade level, eventually culminating in a 4-8 campus serving 500 students. The grant will support the YMLA's goals of providing an urban single-gender for boys which aligns with the TEA's goal of expanding the number of high-quality charter schools.

The decision to create the YMLA was based on the need to provide an alternative to young men in the San Antonio Independent School District (SAISD) who may not be benefitting from traditional schooling. The situation in San Antonio mirrors that of the nation as a whole, with girls outperforming boys, as measured by changes in the percentage of students meeting or exceeding standards on state assessments of math and reading. Girls' performance in reading now exceeds boys' performance. As is true nationally, boys in SAISD schools now lag behind girls in every significant indicator related to school and life success from performance on state assessments, to disciplinary issues, to college readiness, graduation, and college enrollment rates. To illustrate, according to the 2014 State of Texas Assessment Academic Readiness (STAAR) data for SAISD, girls outperform boys in every course assessed by the State. Although the gap is minimal in some areas (79% Boys 80% girls, 5th math), as the student's progress through school, the academic disparity continues to grow. Perhaps most glaring is as the gap closes overall for 4th and 5th grade students, as girls perform better on state assessments, boys performance, though improving, does not progress at the rate of girls. The YMLA is an effort to address this gender achievement gap by offering a single-gender school setting which research has shown to be an effective method of improving the academic success experience by inner-city students.

The most apparent distinction between YMLA and SAISD's current offerings is the all-male single gender school setting. Currently, there is no public single gender school available for boys in San Antonio; however, the benefits of a single gender school has been evidenced in SAISD's Young Women's Leadership Academy (YWLA) which opened in 2008 as San Antonio's first all-girls public school. YWLA students receive a college-preparatory education and it has consistently been rated as Exemplary by the State of Texas since its inception. YMLA proposes to use many aspects of YWLA's model but will purposefully seek to include male students who are facing difficulty in the areas of academics and social challenges. Another aspect of the proposed YMLA currently not being investigated by other successful all-male schools is starting students in the 4th grade. Many all-male schools begin with 6th grade and continue to 12th grade. Although effective, earlier intervention is necessary to close the achievement gap many students face and by 6th grade, traditional schooling may not be effective for them. The Young Men's Leadership Academy will extend the traditional school day to focus on character and leadership building. The proposed "character building time" will provide students with lessons and activities which emphasize academic success, positive social interaction, community stewardship, and conflict resolution. The importance of character building cannot be understated, according to research conducted by the University of Wisconsin, "Influences of character education programs can have profound effects on numerous problems that schools are facing today, including increased drug/alcohol use, aggression, low school attendance, fights and suspensions, school shootings, vandalism, and low academic achievement. Character education may help schools develop a more positive school environment."

In developing a budget for this grant program, district stakeholders were identified and tasked with reviewing the charter components and identifying needs to guide decisions on how grant funds would best be used. District-level staff, met several times in which priority needs were identified and used to determine budget parameters. Staff researched possible expenses relating to professional development, curriculum, furniture, technology, materials, and supplies in order to determine budgetary needs. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Traditionally, a Comprehensive Needs Assessment (CNA) is developed by each SAISD campus at the end of each school year and is used to identify educational needs and guide funding priorities. Because the YMLA was not an existing campus it did not have the benefit of having an existing CNA process which identified needs. However, district personnel identified the existing academic achievement gender gap after evaluating 2014 STAAR data. Additionally, the previous success of the Young Women's Leadership Academy prompted SAISD into developing the YMLA. The District projected costs associated with opening the school to develop the budgetary needs.

The YMLA's management plan includes an organizational structure, milestones for accomplishing major objectives and the use of a balanced scorecard to keep the project on task. The management team is comprised of individuals with many years of experience in school leadership and project management. The principal of the campus will direct and manage the overall implementation of the grant project ensuring that the program is effective and promotes increased academic achievement as intended. The principal will work closely with the campus staff and external consultants to ensure all project activities are implemented in a timely manner. District business services will be used for financial administration including accounting, payroll, purchasing, information technology and information services. They will ensure that all necessary financial support and enabling technology are available to the YMLA. Control of Public Charter School Start-Up grant funds will remain at the campus level.

The YMLA will utilize a balanced scorecard to ensure the program is progressing and attaining the goals set forth in the grant application. The balanced scorecard is a process by which the implementing campus can report on key grant program milestones including financial progress, programmatic progress and discuss any obstacles they are facing in implementing the program.

The grant application has comprehensively presented and addressed all statutory requirements including the relationship between the YMLA and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD. Enrollment projections are based on district needs, and were used to complete responses to TEA program requirements

As leadership changes have occurred within SAISD, the goal of creating a single gender school for boys has remained a priority and YMLA would enable SAISD to provide a substantially equal male-focused academic alternative to the YWLA. The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the YMLA. The SAISD is committed to the goal of the YMLA becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$46,380	\$46,380
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$115,000	\$115,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$315,580	\$315,580
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$5,000	\$5,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$0</b>	<b>\$481,960</b>	<b>\$481,960</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 015907				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	TOTAL Payroll Budgeted
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
<b>Other Employee Positions</b>						
15	Principal			\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$0	\$40,000	\$40,000
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$0	\$6,380	\$6,380
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$0	\$46,380	\$46,380
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$0	\$46,380	\$46,380

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implementation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0		\$0	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0	\$0	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$115,000	\$115,000	
<b>Professional Services, Contracted Services, or Subgrants</b>					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implementation	TOTAL Budgeted
1	Professional Development for single-gender classroom instruction.	<input type="checkbox"/>	\$0	\$50,000	\$50,000
2	Printing Services	<input type="checkbox"/>	\$0	\$15,000	\$15,000
3	Professional Development for single-gender classroom management	<input type="checkbox"/>	\$0	\$50,000	\$50,000
4		<input type="checkbox"/>	\$	\$	\$
5		<input type="checkbox"/>	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0	\$0	\$0
a. Subtotal of professional and contracted services requiring specific approval:			\$0	\$115,000	\$115,000
b. Subtotal of professional services, contracted services, or subgrants:			\$0	\$0	\$0
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total			\$0	\$115,000	\$115,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized					Planning	Implemen- tation	TOTAL Amount Budgeted
	#	Type	Purpose	Quantity	Unit Cost			
	1	Laptops	Instructional	150	\$839			
	2	Laptop Cart	Storage & Recharging	5	\$2,548			
	3	Tablets	Instructional	60	\$435			
	4	Tablet Carts	Storage & Recharging	2	\$1,585			
	5	Collaborative Display Screen	Instructional	10	\$202			
	6	Wireless Router	Instructional	10	\$70			
	7				\$			
	8				\$			
	9				\$			
10				\$				
6399	Technology software—Not capitalized					\$0	\$15,000	\$15,000
6399	Supplies and materials associated with advisory council or committee					\$0	\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$0	\$170,580	\$170,580
	Remaining 6300—Supplies and materials that do not require specific approval:					\$0	\$130,000	\$130,000
Grand total:						\$0	\$315,580	\$315,580

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$5,000	\$5,000
Grand total:		\$0	\$5,000	\$5,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The discussion to create the YMLA began in earnest with the creation of the Young Women's Leadership Academy (YWLA) in 2008 and the need to offer an equal educational counterpart for boys. Further discussion took place upon the review of the 2014 State of Texas Assessment Academic Readiness (STAAR) data for SAISD. The data was illustrated that girls are outperforming boys on state assessments. Additionally, data showed that boys within SAISD accounted for a significantly higher rate of disciplinary issues compared to girls. Data at the national level supports this, according to a March 2014 study by the Department of Education, boys are three times more likely than girls to be suspended or expelled from school. The data supported a need for change and SAISD responded by approving the charter for the YMLA in November 2014.

Prior to the charter being approved, key stakeholders within the District met to discuss the resources needed to create and successfully implement a single-gender school. SAISD staff reviewed assessed needs pertaining to campus site, infrastructure needs, staffing, professional development, and curriculum offered. The process consisted of three stages:

**Identifying Needs:** Stakeholders discussed how YMLA should operate in terms of student success and how that vision differs from what currently exists. Both short and long term goals were developed regarding student enrollment, infrastructure, demographics, curriculum and instruction, staffing, and costs associated with each.

**Summary of Needs:** A summary was written for each goal and stakeholders evaluated which needs SAISD could fulfill internally and which needs required external resources for successful implementation. Emphasis was placed on facilitating academic improvement through the integration of a single-gender school setting.

**Meeting Needs:** Stakeholders evaluated the purpose of the grant program, comparing unmet needs under the approved charter. Key recommendations were: a) professional development on single-gender instruction, b) project-based learning professional development, and c) equipment and materials for successful implementation.

In preparing for the proposed gran program, emphasis was placed on facilitating academic improvement through the implementation of a single-gender school setting, professional development for staff, and technology and furniture infrastructure to facilitate tactile learning in boys.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Highly qualified and highly trained teachers, to include professional support staff, to effectively implement single-gender instruction.	-Identify and contract external consultants to provide training in the following areas: - Single-Gender Instruction -Provide extra duty pay for staff training outside of contract.
2.	One-time start up equipment and furniture needed to equip school with necessary infrastructure for opening.	-Purchase the necessary furniture and equipment to support the development of technology labs. -Adjustable stand-up desks to promote tactile learning.
3.	One-time training to establish YMLA culture and expectations for staff and students.	-Identify and contract external consultants to provide training in the following areas: - Culture Building - Team Building - YMLA Orientation -Provide extra duty pay for staff training outside of contract.
4.	Supplies and materials in order to foster successful project-based learning in a single-gender setting	-Purchase software for technology applications. -Purchase professional development books on project-based learning and computer science in a single-gender setting for staff.
5.	Communication and outreach activities to increase awareness of program components and student recruitment	-Development of informational events for staff, students, and community members to introduce program components and highlight program goals.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Direct and manage the overall implementation of the PCS Start Up Grant. Will ensure revised instructional programs are effective and promote increased academic achievement as intended. Will oversee compliance of project implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	Executive Director of Campus Administration and Leadership	A district-level professional that has knowledge and prior background of single-gender instruction. Coordinates with the campus staff and district personnel and will oversee overall operations of grant implementation.
3.	External Consultants	Various experts in single-gender instruction and curriculum. Will assist with the design and implementation of training and the development of curriculum.
4.	District Business Services	Will be used for financial administration including accounting, payroll, purchasing, information technology and information services. Will ensure all necessary financial support and enabling technology are available.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By June 30, 2016, 100% of educators will implement effective practices of single-gender instruction as evidenced by a rating of proficient on a locally developed assessment.	1. Identify and contract with external consultants to design training, schedule training, and publish professional development calendar for the year.	05/01/2015	06/30/2015
		2. Develop an assessment of effective practices with contracted consultants.	08/01/2015	10/31/2015
		3. Provide initial training to staff.	07/20/2015	8/30/2015
		4. Monitor and provide follow-up training to adjust practices each quarter throughout the year.	8/24/2015	6/10/2016
2.	By June 30, 2016, 100% of educators will implement effective practices of character-building activities as evidenced by a rating of proficient on a locally developed assessment.	1. Identify and schedule character-building activities for the year.	5/1/2015	8/23/2015
		2. Develop an assessment of effective character-building practices.	7/20/2015	6/30/2016
		3. Monitor and adjust practices throughout the year.	7/20/2015	8/23/2016
		4. Assess effectiveness of implementation of character building activities.	5/1/2015	8/1/2015
3.	By June 10, 2016, 90% of students will demonstrate proficiency in oral presentation and content knowledge	1. Purchase furniture which will be designed to increase collaboration, accommodate different learning styles and integrate technology	5/1/2015	8/1/2015
		2. Purchase equipment, technology and supplies to integrate project-based learning into core content areas.	5/1/2015	8/1/2015

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD uses Balanced Scorecard methodology to monitor annual attainment of goals and objectives of grant programs. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators. The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows. I. **Knowledge:** overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability. II. **Budget:** alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring. III. **Documentation and Communication:** required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention. IV. **Evaluation:** project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants. V. **Collaboration:** key stakeholders; resources; and, accomplishments. Quarterly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved. Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD is committed to ensuring the financial and programmatic sustainability of the YMLA as evidenced by the SAISD Board of Trustees approval of the YMLA's Internal Charter Application. The district is committed to providing the YMLA an operational budget once grant funds are fully expended. The campus will also use discretionary funds and seek additional funding opportunities to support the mission and goals of the charter.

Ensuring coordination and alignment of all school initiatives and maintaining continuous buy-in by teachers and campus staff will be the responsibility of the principal and district personnel. During monthly meetings, the principal will review data regarding charter implementation and student achievement using a rubric of project outcomes. A continuous improvement framework will enable rapid problem identification and remediation, e.g., instances when multiple initiatives become conflicting rather than aligned.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessment results of single-gender instructional practices.	1.	Improve Academic Performance
		2.	Improve Teacher Quality
		3.	
2.	Number of students receiving discipline referrals.	1.	Improve Academic Performance
		2.	Improve School Climate
		3.	Improve Family and Community Engagement
3.	Improvement in student performance on 9 week grades.	1.	Improve Academic Performance
		2.	Improve Teacher Quality
		3.	
4.	Improvement in student performance on state assessments.	1.	Improve Academic Performance
		2.	
		3.	
5.	Number of students participating in project events. Feedback on student project presentations.	1.	Improve Academic Performance
		2.	Improve Family and Community Engagement
		3.	Improve School Climate

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the program activities are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

**Context:** Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

**Input:** Provide a description of the components of effective implementation as defined by Principals, school leaders and the Grant Program Support Team and a description of the resources necessary for implementation.

**Process:** Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. YMLA staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

**Product:** Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMLA was approved as a charter by the Board of Trustees on November 10, 2014 at a regular board meeting. The SAISD Board of Trustees approved a "superintendent/trustee initiated charter" for the YMLA to improve academic performance and provide an innovative learning environment for boys in SAISD. As an approved charter, the YMLA will continue to operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

Approval of the YMLA's charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the charter authorizer, the San Antonio ISD Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs.

Annually, the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources. For all regulations regarding operations and finances, the YMLA will refer to the Annual Operating Budget of the San Antonio Independent School District. The campus principal will follow district guidelines for operational and financial plans.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees approved waivers from school district and state policy needed for the successful operation of the YMLA charter. The list of requested waivers was developed using a combination of recommendations on "standard waivers" provided by the Director of Policy and Procedures, consultation with the San Antonio Teacher Alliance, and a review of all local, state and Federal policies. All waivers listed below requested by the school and district staff, have been granted through the approval of the charter application.

**1. Student School Day** – Will seek Board approval to extend the school day to 7.5 hours a day for students in grades 4-8. This extended time will allow teachers to focus on character and leadership-building activities without imposing on the main curriculum being taught. Current policy grants the Superintendent the authority to determine school schedules, so no specific policy waiver is required

**2. Extended Teacher Day** – Policy DK(LOCAL) requires teachers to be on duty for a maximum of 7.5 hours per day. Will request Board approval to waive DK (LOCAL) to allow teachers to work beyond the maximum number of hours per day.

**3. After-school Meetings** – Policy DK (LOCAL) states that principals may not require teachers to meet after work hours for more than 180 minutes per 4 week period and no single meeting longer than 90 minutes. Will request Board approval to waive DK (LOCAL) to remove restrictions on principals' ability to hold meetings after work hours. The intent of this waiver is that the principal have the flexibility to tailor staff/professional development to meet the needs of the campus.

**4. Lesson Plans** – Under Texas Education Code 11.164 and SAISD Administrative Procedure E3, teachers may only be required to prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic. Will request Board approval to exempt school from E3 procedure to allow principals to implement cohesive lesson plan formats that align with campus instructional objectives. No specific policy waiver is required, as the administrative procedure derives from a state law that the charter school will be exempt from.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds being requested in support of the project purpose, goals and objectives fall into four categories:

- External consultants to design professional development and educate campus staff on single-gender instruction.
- Furniture and technology in order to fully implement and support tactile learning for boys
- Extra-duty pay for teachers attending professional development and school “kick-off” during summer months.

Grant and other Federal funds will be used for a variety of professional development opportunities throughout the year including a ten-day institute at the beginning of the school year for learning about single-gender instruction, educational technology tools, and student achievement expectations. External consultants with expertise in these areas will be contracted to assist the principal with training design and delivery of professional development.

Funds will be used to purchase furniture needed at the campus and five designated computer labs are required to successfully facilitate instruction. Grant funds will be used to furnish the labs to include laptops, tablets, collaborative display screens, printers, storage carts, software, stools, and adjustable/rolling desks. The technology purchased will be used to promote research skills and project-based learning. The adjustable desks within the labs will be part of YMLA's efforts to transform classrooms into active learning environments with the goals of improving academic outcomes. The campus will ensure that technology maintenance and support are written within the Campus Improvement Plan for program sustainability.

Grant funds will be used to compensate teachers with extra duty pay for completing single-gender professional development. The professional development will help teachers meet the needs of the students more effectively. It will provide them with instruction strategies and learning styles for boys. The anticipated outcome is that student achievement will improve.

Project-based learning processes will be integrated into all core content areas that will require students to plan, design, and construct all projects during and after class. Students will utilize a state-of-art technology-rich learning environment to produce original work and develop projects that solve real-world problems. Grant funds will be used to purchase laptops, tablets and storage carts for each core area, collaborative display screens for each classroom, and necessary software. These tools will equip students to think more critically, creatively, and innovatively. During the planning and implementation phase of the project, teachers will participate in curriculum mapping and be compensated with extra duty pay for work outside their contract.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

Response to Intervention (Rtl) will serve as the proactive, problem-solving process that will be used for all students in order to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. Special and general education work collaboratively so more students can achieve academic progress in general education.

Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure Rtl success. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the Rtl Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The Rtl Coordinator shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. Rtl Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the Rtl Coordinator and campus teachers receive annual training on the Rtl process and the correct guidelines and procedures.

An Individualized Education Program (IEP) will be developed for each identified special education student. The teacher of record in coordination with the Special Education Department will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Curriculum**

The YMLA will implement SAISD's current, Texas Essential Knowledge and Skills (TEKS) aligned curriculum. The curriculum is developed within the District and it will offer coursework that will ensure every student matriculates to high school ready to embark and excel on the distinguished high school graduation plan and eventually enter college "college ready" without needing remedial courses of any kind. Teachers will collaborate to supplement the curriculum with their own innovations, research, and expertise. In addition, curriculum content beyond the eighth grade level may be introduced after students have mastered the grade-level material offered through grade 8 at YMLA. The curriculum and instruction will facilitate the student achievement on state assessments.

**Grade Levels**

YMLA will operate its first year as a 4-6th grade campus with 100 students at each grade level for a total of 300 students. The next two subsequent years will add one grade level until YMLA becomes a 4th-8th grade campus with a total of 500 students. This incremental and deliberate growth pattern will be essential to the school's success. By serving students in grades four through eight, YMLA will effectively bridge the gap between elementary and high school.

**Teaching Strategies**

YMLA will deliver instruction in a method that is consistent with high-performing all-boys schools. Studies have shown boys are more tactile and visual learners. According to research, potential strategies include:

1. Teachers increase the use of technology, pictures, and storyboards in instruction and assignments.
2. Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning.
3. Teachers provide competitive learning opportunities, even while holding to cooperative learning frameworks.
4. Classroom curricula include skills training in time, homework, and classroom management.

**Enrichment Opportunities**

YMLA will utilize a variety of methods to enhance or enrich the curriculum previously discussed. Students will participate in 30 minutes of character building activities daily in grades 4-8. The purpose of these activities is to provide students at all grade levels with knowledge of leadership, character development, teamwork, and discipline. This may be an assembly at the start or end of the day to set expectations, establish a culture of "brotherhood," and motivate students. It will also provide the opportunity to bring in guest speakers and introduce students to special topics related to character and values.

Accelerated instruction will be provided for students who have fallen behind to quickly receive the help they need to catch up to their classmates. With greater flexibility provided under the charter, the YMLA will be able to rearrange their daily schedule so that teachers can provide tailored instruction to put students back on track in areas where they encounter challenges.

Project-based learning will be implemented at YMLA. Every nine weeks students will complete a project that allows them to apply what is being taught to a real-world problem or situation. To reinforce their knowledge, they will present their work to other students, parents and community members. Teachers will be educated in project-based learning and each school will have a project-based learning facilitator to help teachers plan and provide project-based instruction. Also, a Project Design Committee will review project proposals to ensure the consistency and quality of projects campus-wide.

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By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal.

The campus principal will also work closely with the Campus Leadership Team (CLT) to ensure that the YMLA works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the campus principal and the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

The CLT will develop guidelines for the after-school meetings to include frequency, duration, and purpose. Each school year the campus will establish a schedule of meetings and a system for publishing the schedule so that staff has adequate notice of after-school requirements. The guidelines will allow the principal to hold after-school meetings without notice when urgent circumstances arise that demand immediate attention. Additionally, the committee will develop a method and system for evaluation to ensure that meetings are efficient and necessary to the implementation of the charter.

The CLT will determine the purpose, format, frequency for submission, and review process for lesson plans. For example, the campus may choose to establish a committee whose responsibility it is to review lesson plans using a rubric to ensure consistency and quality. Grade level teams may review lesson plans to consider opportunities for cross-curricular connections while content teams may review lesson plans for vertical alignment. It will be the CLT's responsibility to establish guidelines for lesson plans that will ensure successful implementation of the charter.

The intent for requiring lesson plans is to ensure instructional planning includes considerations of differentiation for special populations such as scaffolding and enrichment, single-gender instruction, project-based learning, acceleration, and coding concepts and skills. Lesson plans should not be developed solely for compliance, but to assist staff in planning meaningful and relevant activities that achieve the mission and goals of the charter.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The approval of a charter application by the Board of Trustees formalized a performance contract. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter.

The YMLA has set a number of rigorous goals, many of which can be directly supported by this grant. Key goals include:

Student Academic Achievement in Reading.

*70% of all students who have attended the charter school for one or more full years will meet expectations on the STAAR*

To achieve this goal, we will:

- Use STAAR Vocabulary and higher-order questioning stems in lessons on a daily basis.
- Utilize the balanced literacy approach to reading instruction.
- Use technology to support the teaching and learning of all students, i.e. interactive sites to promote student research web based engagement at a technological level, Istation and Read 180.
- Incorporate single-gender pedagogy
- Provide accelerated learning opportunities

Student Academic Achievement in Math.

*70% of all students who have attended the charter school for one or more full years will meet expectations on the STAAR*

To achieve this goal, we will:

- Use data to drive instruction
- Use interactive journals to help students organize, reference, reflect, and retain mathematical vocabulary, concepts, and strategies.
- Spiral the math TEKS through weekly homework.
- Incorporate single-gender pedagogy
- Provide accelerated learning opportunities

Student performance will be evaluated using annual state assessments, quarterly benchmark assessments, teacher-made mini assessments as needed but no less than every three weeks, and project rubrics (at least once per semester). Students whose performance is below standard or insufficient to meet the goals of the charter may participate in accelerated instructional opportunities, intervention courses, or tutoring.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMLA will maintain and participate in parent/teacher organizations to foster collaboration, to sponsor special activities, and to raise funds in support of school programs. Community involvement will also include special programs such as grade level ceremonies, field experiences, and guest speakers. The YMLA will seek community partnerships with individuals, businesses and higher education institutions in the San Antonio area that directly support the mission and goals of the charter.

Parents and other members of the community will be involved in the planning, program design and implementation of the charter school in the following capacities:

- Campus Leadership Team (CLT) membership – as the governing body of the charter, the CLT will include two parents who will officially serve on the CLT and attend CLT meetings. CLT membership also includes a business leader/representative. CLT meetings are open to the entire YMLA community.
- Campus Improvement Plan (CIP) – Parent and community participants will help develop, review, and sign the Campus Improvement Plan.
- SAISD Community Alignment – The YMLA will align community efforts with SAISD policies, District Leadership, cluster/area community meetings, focus groups, community forums, and town hall meetings.

The YMLA will disseminate information through monthly newsletters, the school website, campus marquee, automated telephone or email messages, principal coffees, parent/teacher organization and CLT meetings. Each semester the charter committee (a subcommittee of the CLT) will review the goals, purposes and direction of the charter in order to assess the impact on students. The review team will write an annual report approved by the CLT to inform the district and the Board about the charter program and needs.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMLA intends to attract and serve at-risk boys and their families in San Antonio ISD through a single-gender instructional program. Every effort will be made to reach out to a wide range of potential students who currently attend regular district schools, charter schools, and area private schools. However, those students identified as residing within the current attendance boundaries of San Antonio ISD will be given enrollment preference in part because there will be no transportation provided to the campus. Students will need to be able to attend the campus and living close to the campus will be one way to ensure student attendance. Students residing outside of the attendance boundaries who are interested in participating in the charter may submit a charter application. As outlined in District Administrative procedure, students will be selected for participation in the charter by using a lottery system for selection.

The YMLA anticipates a direct mailing of school information to families in SAISD. All families will receive school information regardless of special education status or past academic performance. The YMLA will also work with regular district elementary schools and junior highs to distribute information about the school. As much as possible, recruitment efforts will include as much face-to-face contact in the targeted communities as possible. Outreach and marketing efforts, a major focus of the late winter 2014/spring 2015 activities of the District and staff of the YMLA, will include meetings with parents and community residents, visits to District schools, e-mail and postcard marketing campaigns and the launching of the school's web page.

Several orientation and team building events will be held during the Summer months leading up to the start of the 2015-2016 school year. Orientation events will be designed to introduce incoming students and parents to the single-gender educational setting and instructional programs. All teachers and staff will contribute and community partners will be invited to participate as well. Two-day Summer team building events will be held for each grade level to help strengthen relationships between the students. The summer team building events will provide staff with the opportunity to communicate expectations and generate excitement for the school year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**  
 Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants have the opportunity to present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

The YMLA was created under Texas Education Code Chapter 12, Section 12.0521 as a "superintendent/trustee initiated charter." The purpose of creating the YMLA is to offer an innovative learning environment while improving academic performance for boys in SAISD. The campus will implement a single-gender instructional setting for at-risk boys in San Antonio. Currently, there is no all-male public school in San Antonio and approval of the charter was based on this premise. Single-gender instruction will be implemented throughout the campus and school day. This format differs from the traditional coeducational settings offered at traditional district schools and is intended to improve the academic performance of students.

Additionally, the campus will focus on delivering instruction in a method that is consistent with high-performing all-boys schools. Studies have shown boys are more tactile and visual learners and strategies in fulfilling this activity include the increased use of technology, pictures, and storyboards in literacy-related classes and assignments; project-based education in which the teacher facilitates hands-on, kinesthetic learning; and furniture which promotes student mobility and reinforces the student's need to be active during instruction. Again, the strategies implemented are based on research and are intended to facilitate the successful instruction of young boys.

Accelerated instruction will be provided for students who have fallen behind to quickly receive the help they need to catch up to their classmates. With greater flexibility provided under the charter, YMLA will be able to rearrange their daily schedule so that teachers can provide tailored instruction to put students back on track in areas where they encounter challenges.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 12:** Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision of the charter; or
- c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus-based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Representatives will be limited to two (2) consecutive terms with terms for positions extended from September to August. Terms of office apply to those selected as well as those elected.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both. The principal with the assistance of the CLT will determine daily instructional calendar and design a master schedule to best fit the needs of the campus. Currently, campuses are subject to policies and procedures set forth by the Curriculum and Instruction department, which limit campus flexibility as it relates to scope and sequence, time on individual subjects and campus based assessments.

The CLT will be permitted to govern autonomously and will be given greater flexibility with regards to teacher meetings, lesson plans, and attendance for professional development. In addition, any financial assistance that may be realized through the PCS Start-Up Grant will be controlled at the campus level in accordance with District procurement procedure.

All decisions by the governing body will be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students. CLT members share a firm belief in providing a rigorous academic program to a diverse group of students. The purpose of the governing body is to provide a vision and general direction for the school. The qualifications for membership include, but are not limited to, agreement with the mission and vision of the school, familiarity with the curriculum and teaching practices of the school, familiarity with open meetings law, professionalism, motivation, integrity, honesty and respect.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Antonio Independent School District (SAISD) will hire at the District expense a Texas certified or public accountant holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. All Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdrawals, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Board of Trustees will ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	0	0	0	0	0	100	100	100	0	0	0	0	0	0	300
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															300

**Total Staff** 26**Total Parents** 270**Total Families** 435**Total Campuses** 1**TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	0	0	0	0	0	100	100	100	100	0	0	0	0	0	400
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															400

**Total Staff** 31**Total Parents** 360**Total Families** 580**Total Campuses** 1**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)	0	0	0	0	0	80	80	80	0	0	0	0	0	0	240
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															240

**TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Davis Middle School	015907043
2.	San Antonio ISD	M.L. King Academy	015907142
3.	San Antonio ISD	Wheatley Middle School	015907046
4.	San Antonio ISD	S.H. Gates Elementary	015907127
5.	San Antonio ISD	Hirsch Elementary	015907137
6.	San Antonio ISD	Miller Academy	015907153

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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